

NEWINGTON ELEMENTARY

10 King Charles Circle
Summerville, South Carolina 29485

GRADES PK-5 Elementary School

ENROLLMENT 827 Students

PRINCIPAL Camilla D. Groome 843-871-3230

SUPERINTENDENT Joseph R. Pye 843-873-2901

BOARD CHAIR Bufort "Bo" Blanton 843-873-8454

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
21	49	4	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Good	N/A
2003	Excellent	Below Average	No
2004	Excellent	Good	Yes

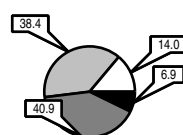
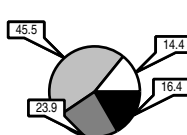
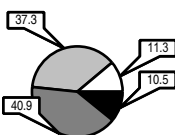
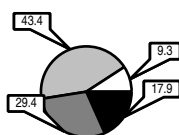
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	458	100.0	11.9	37.5	40.1	10.5	59.9	Yes	Yes
Gender									
Male	252	100.0	15.3	36.7	37.6	10.5	56.8		
Female	206	100.0	7.9	38.4	43.2	10.5	63.7		
Racial/Ethnic Group									
White	330	100.0	8.0	34.1	45.7	12.2	66.9	Yes	Yes
African-American	113	100.0	25.0	49.0	21.0	5.0	36.0	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	393	100.0	6.7	38.1	43.9	11.4	65.6		
Disabled	65	100.0	44.1	33.9	16.9	5.1	25.4	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	458	100.0	11.9	37.5	40.1	10.5	59.9		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	457	100.0	11.9	37.5	40.1	10.5	59.9		
Socio-Economic Status									
Subsidized meals	173	100.0	17.2	47.0	31.8	4.0	45.7	Yes	Yes
Full-pay meals	285	100.0	9.0	32.1	44.8	14.2	67.9		

Mathematics - State Performance Objective = 15.5%									
All Students	458	100.0	10.0	43.9	28.6	17.4	62.8	Yes	Yes
Gender									
Male	252	100.0	10.9	43.2	28.4	17.5	62.0		
Female	206	100.0	8.9	44.7	28.9	17.4	63.7		
Racial/Ethnic Group									
White	330	100.0	6.4	39.9	32.8	20.9	70.1	Yes	Yes
African-American	113	100.0	22.0	56.0	16.0	6.0	38.0	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	393	100.0	6.1	43.3	31.7	18.9	68.9		
Disabled	65	100.0	33.9	47.5	10.2	8.5	25.4	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	458	100.0	10.0	43.9	28.6	17.4	62.8		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	457	100.0	10.0	43.9	28.6	17.4	62.8		
Socio-Economic Status									
Subsidized meals	173	100.0	16.6	52.3	23.2	7.9	48.3	Yes	Yes
Full-pay meals	285	100.0	6.3	39.2	31.7	22.8	70.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	154	99.4	12.9	35.3	44.6	7.2	51.8
	Grade 4	158	100.0	8.2	47.3	42.5	2.1	44.5
	Grade 5	156	100.0	19.6	51.0	28.0	1.4	29.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	144	100.0	6.4	24.1	44.0	25.5	69.5
	Grade 4	151	100.0	18.4	41.5	38.1	2.0	40.1
	Grade 5	163	100.0	10.7	50.3	35.8	3.1	39.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	154	100.0	10.7	41.4	34.3	13.6	47.9
	Grade 4	158	100.0	6.8	45.9	22.6	24.7	47.3
	Grade 5	156	100.0	18.2	51.7	22.4	7.7	30.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	144	100.0	9.9	45.4	31.9	12.8	44.7
	Grade 4	151	100.0	12.2	44.2	25.9	17.7	43.5
	Grade 5	163	100.0	9.4	43.4	27.0	20.1	47.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 827)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.3%	Up from 2.1%	2.5%	2.7%
Attendance rate	96.1%	Up from 95.9%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.3%		2.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.6%		2.8%	3.5%
Eligible for gifted and talented	20.2%	Up from 17.6%	21.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.7%	Up from 6.4%	7.7%	8.2%
Older than usual for grade	0.6%	Down from 1.0%	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.5%	Up from 1.1%	0.0%	0.0%

Teachers (n= 60)				
Teachers with advanced degrees	45.0%	Up from 41.3%	55.0%	51.4%
Continuing contract teachers	90.0%	Up from 84.1%	90.2%	87.5%
Highly qualified teachers**	96.4%	N/A	95.3%	95.0%
Teachers with emergency or provisional certificates	1.9%		0.0%	0.0%
Teachers returning from previous year	86.9%	Down from 87.1%	88.6%	86.7%
Teacher attendance rate	95.1%	Down from 95.3%	95.2%	94.9%
Average teacher salary	\$40,587	Up 5.0%	\$42,137	\$40,760
Prof. development days/teacher	10.3 days	Down from 11.0 days	11.1 days	12.4 days

School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Down from 19.3 to 1	20.1 to 1	18.9 to 1
Prime instructional time	90.0%	No change	90.6%	90.0%
Dollars spent per pupil*	\$6,092	Down 1.9%	\$5,771	\$6,044
Percent of expenditures for teacher salaries*	62.7%	Down from 63.8%	66.2%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.7%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.8%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-2004 school was an EXCELLENT year for our Newington family. Nearly 900 students in Child Development through 5th grade attended our school with a staff of 115 employees supporting our vision to provide every student with the skills to become a productive citizen. Our 2003 PACT results showed continued gains and as a result, we earned an "excellent" school report card rating from the State Department of Education. In March, Newington was one of only two elementary schools in the state to be named a Palmetto's Finest school. Our combined test scores, school report card, and Palmetto's Finest honor indicate that we are successfully accomplishing our mission of "Achieving Academic Excellence in a Changing World."

Throughout the year, students, families, and staff participated in a variety of academic, social, and community activities. Staff development focused on strategies that work in the classroom, explicit teaching, and literacy. Our teachers attended workshops, conferences, visited schools, and enrolled in courses to enhance instruction. Fifty students participated in the Thursday Club, a tutoring program for students on academic plans. Our PTA and SIC sponsored events such as Parent University, A Night of Wonder, the 5k Run with the Dolphins, Faculty Follies, beautification projects, a historical storyteller, a stainless steel artist in residence, teacher mini-grants, and a successful Reflections program. Newington students were active in service learning projects, clubs, performances, and competitions. In September, parents, students, and service personnel from the Charleston Air Force Base constructed a Memory Garden to commemorate the 2nd anniversary of the September 11th attacks on our nation. Our annual Veteran's Day celebration brought school and community together to honor veterans and active duty personnel. In April, our school raised \$4,400 for the American Cancer Society's Relay for Life, including \$1,000 from the hilarious "Kiss the Cow" contest.

Honors abound! Our fifth grade Math Computation Competition team placed second in the district. Individual students were winners in essay contests, spelling and geography bees, Quiz Bowl, District PTA Reflections, and WordMasters. Twenty-three 3rd-5th graders were awarded the Silver Honor Roll for earning all A's for three nine weeks, and forty-four received the Gold Honor Roll honor for earning all A's for the year.

Although Newington has made progress toward moving all of our students to "proficient" and above, we will continue to implement strategies and expand programs to achieve 100% of this goal. Our challenges include maintaining an excellent absolute rating on our school report card, meeting adequate yearly progress by having each of our twenty-one subgroups meet standard, and providing support and opportunities for acceleration to those students not yet on grade level. We will address these challenges by offering assistance through our Title I program, extended day tutoring, and by providing our instructional staff with the training and materials needed to achieve success.

Touching the heart and mind of every learner remains our commitment.

Camilla D. Groome, Principal

Cecil Williams, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	57	149	126
Percent satisfied with learning environment	98.2%	94.0%	94.3%
Percent satisfied with social and physical environment	96.5%	96.6%	92.0%
Percent satisfied with home-school relations	96.5%	94.6%	81.1%

*Only students at the highest elementary school grade level at this school and their parents were included.